

Letter / Sound Correspondence

Objective: To increase fluent identification of letter sounds for students who

- Have not yet mastered all letter sounds
- Know letter sounds, but do not identify them with high rates of automaticity

Materials: Five Flash cards with 1 letter each on them. Three of these cards should have letters that the student has previously mastered, and the other two are new or unmastered letter sounds.

Sequence:

1. **Explain:** Teacher says to the student "Today you're going to practice saying the sounds for some letters. When I point to the left of a letter, figure out the sounds in your head. When I touch under the letter, say the sound as long as I continue to touch under the letter."
2. **Model:** Teacher says to the student "I'll model for you how to say the sound of the first two letters when I touch under them. My turn." Teacher models for the students, using the signaling procedure described above.
3. **Practice:** Teacher says to the student "Each time I touch under a letter, you say the sound it makes. Your turn." Teacher practices with student, going through the 5 cards repeatedly until the student consistently responds correctly and immediately to all cards. Teacher maintains brisk pace, with little pause between cards.
4. **Correction:** Any time a student responds incorrectly to a letter sound, the teacher immediately says "My turn," demonstrates the correct response, then says "Your turn" has the student respond to the same card, backs up 2 letters and continues forward so that the letter sound identified incorrectly comes back up again..

What If I Don't See Progress?

1. Reduce the number of unknown letter cards to 1
2. Model the unknown card several times before asking the student to identify it
3. Be certain that error correction procedures being delivered correctly